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FOOD FOR YOUNG FAMILIES

~~81-259-020~~

a series of

~~PA-700~~

NUTRITION LESSONS



DEC 26 1962

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guide for
Extension
Home Economists

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Acknowledgments

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County Extension home economists in approximately 21 States conducted the series on a pilot basis. Special recognition goes to Tennessee where 63 county Extension home economists, working with Nazza Noble, nutrition specialist, took part in this pilot testing.

FOOD FOR YOUNG FAMILIES

A Series of Nutrition Lessons Guide for Extension Home Economists

STOP!	Read all the material in this packet.
THINK!	Is it needed in your county?
PLAN!	When and how will it be used?

PURPOSE OF THE SERIES

1. To give the home agent material for a series of nutrition lessons for young families.
2. To give basic nutrition information to young homemakers.
3. To stimulate them to want more information.
4. To help them feed their families adequate and interesting meals.
5. To reach young homemakers who are not members of organized Extension units and may not be interested in belonging to a unit.

SCOPE OF SERIES

Six leaflets written for the young homemaker accompany these suggestions for agents and teaching outlines. Five can be used for classes of 1 to 2 hours in length. The other leaflet, *Key Nutrients*, can be used with each lesson. The lessons are *not* designed for cooking schools or meetings where food preparation demonstrations are emphasized. Classes can be conducted in rooms without cooking facilities.

One or more class periods should be devoted to each of the following subjects:

- Eat to Live Better
- Feeding Young Children
- Meal Planning Made Easy
- Principles of Cookery
- Selecting and Buying Food

ADAPTING THE SERIES TO LOW-INCOME GROUPS

You will adapt the lessons to the young homemakers in your group. Here are some suggestions for adapting this series to a low-income group.

1. *Simplify.* Do not try to cover all material in a lesson at one meeting. Pick out one or two of the most important points and emphasize them.
2. *Use colorful visuals* and a dynamic presentation to help make the material more appealing.
3. *Demonstrate* ways of preparing food. This may be especially good for getting a point across to this group.
4. *Tasting foods* that have been prepared (for instance, with donated foods) helps the women find more imaginative ways of using them.
5. *List some of the dishes* the women serve most often as one way of finding out what they are now eating.
6. *Emphasize* the good nutrition in the foods they are now eating. Point out how easy it is to have a balanced diet by adding to these foods.
7. *Stress* foods rather than just nutrients.
8. *Involve* the women in serving samples or preparing food. Suggest they might bring one of their family's favorite foods for the group to taste.

ORGANIZATION SUGGESTIONS

Allow Enough Time for Planning and Organization

1. **How to start.** Personal contact with young homemakers is essential in getting your first group. It is better to use several methods to get the group to come rather than to depend on one or two methods.
 - a. Visit homes in housing developments made up primarily of young people.
 - b. Ask older homemakers to contact young people they know.
 - c. Contact church organizations, clubs, PTA, and similar groups to announce the course.
 - d. Send notices home with children in elementary schools.
 - e. Explain the series to neighborhood groups at informal gatherings.
 - f. Contact young, married, former 4-H Club members or other youth groups.
 - g. Contact young mothers through nursery schools and kindergartens.
 - h. Inform others, such as health clinics and welfare agencies, who are interested in improving nutrition.
2. **Publicity.** Announce the series in newspapers, over TV and radio, with posters in public places, in meetings of civic and rural organizations.

Give wide publicity to the fact that a series of nutrition lessons is being offered homemakers with young children. Emphasize that the series will help them feed their families better and easier.
3. **Registration.** Have advance registration, then make plans for the number of classes and babysitting service.

Suggested Registration Form for Young Homemakers

Name	_____
Address	_____
Number of children	_____
Ages of children	_____
Will you need a babysitting service?	_____
How many children will you bring with you?	_____
What are their ages?	_____
What time is most convenient for you to meet? (check)	
	_____morning
	_____afternoon
	_____evening
Occupation of husband	_____
Occupation of wife	_____

4. **Babysitting service.** If you want to reach mothers with young children a babysitting service is essential. Provide play equipment and baby beds in a room or rooms separate from the meeting. It is important to plan for enough space and adequate personnel for the babysitting service because young homemakers frequently bring several children each. Consider securing paid as well as volunteer babysitters.

You could make this an educational experience for the children as well as the mothers by enlisting the cooperation of professional nursery school teachers.

5. **Meeting place.** Arrange for meetings in a place where all will feel free to come. Local situations will determine your choice of meeting places. Avoid rooms either too large or too small for the group. Suggested meeting places:
 - a. recreation centers
 - b. utility company auditoriums
 - c. churches and educational buildings
 - d. Extension Service meeting rooms
 - e. community buildings
 - f. meeting rooms in housing developments.

AGENT'S RESPONSIBILITIES FOR THE SERIES

1. Enlist the support of Extension advisory groups.
2. Contact young homemakers.
3. Arrange for the series. This will include physical facilities, visuals, babysitting service, etc.
4. Publicize the series widely.
5. Select references to be used with each lesson. The agents' outline for each lesson lists such materials.

6. Order these materials well in advance. It sometimes takes 1 to 2 months to obtain materials.

These materials include: (a) materials to give each member of the class; (b) one exhibit copy of materials class members may buy or order.

7. Obtain additional references for personal and class use. Class members may want to contribute books to a library, or each buy a book and circulate them among themselves.
8. Check at local health unit and bookstores and libraries to see what references are available.
9. Become familiar with the six lessons before the first meeting so you know the subject matter covered.
10. Allow sufficient time for thorough preparation for teaching each lesson.

HOW TO EXTEND INFORMATION

Use mass media along with each lesson to extend the information far beyond those attending the class. This might include one or more news articles, newsletters, TV and/or radio programs on each subject.

Professionally trained people in specialized fields may be called on to assist in teaching specific classes. Extension personnel should be present and take part in each meeting. Lay leaders should not teach classes, since their training may be insufficient.

RECOGNITION

A certificate may be presented to each person who attends the classes. Newspaper articles or pictures that tell a story of individual or class activity give recognition as well as publicity for the course.

DATA SHEET

Fill in a data sheet like the one following and send it to your State Extension nutrition specialist after you have completed the series.

YOUNG HOMEMAKERS NUTRITION SERIES DATA SHEET

1. Size of group and attendance
 - a. How many were enrolled in the course? _____
 - b. What was the average attendance per class meeting? _____
 - c. How many attended six lessons? _____
2. What was the socio-economic level of the group?
 - a. What was your impression of the educational level of your group?
Grade school _____ High School _____ College _____
 - b. What was your impression of the economic level of your group?
High _____ Middle _____ Low _____
3. Was your group: Mostly urban _____, rural farm _____, rural non-farm _____, small town _____, rural and small town _____?
4. What was the race and nationality of your group? _____
5.
 - a. When were your classes held?
_____ morning
_____ afternoon
_____ evening
 - b. Where were your classes held? (such as church, school building, lodge, etc.) _____
 - c. How long were class sessions? (hours per session) _____
 - d. Did you have a babysitting service? Yes _____ No _____
6. Who taught the lessons? List name and professional title.

7. In what order were the lessons given? Indicate lessons by number.

EVALUATION

Attendance at class and opinions expressed by class members are good ways to evaluate the success of the meeting.

At the end of the series, have each participant fill out a simple check sheet on whether she obtained the information she wanted. Example:

Young Homemaker's Opinion of Nutrition Series

Name_____ Address_____

Husband's occupation_____ Wife's occupation_____

Ages of children_____

Circle the highest year you completed in school 4, 5, 6, 7, 8, 9, 10, 11, 12.

Years in college 1, 2, 3, 4, more.

1. Tell briefly how each lesson helped you. What useful ideas did you gain from each? Check the two lessons most helpful to you in feeding your family.

Eat to Live Better_____

Feeding Young Children_____

Meal Planning Made Easy_____

Selecting and Buying Food_____

Principles of Cookery_____

2. Tell us some special changes you have made in the way you feed your family as a result of participating in this series of lessons.

3. What additional helps or information would you have liked in this series of lessons?

4. How did you learn about these lessons?

5. Other comments.

6. List some friends who might be interested in attending a similar series of lessons.

FOLLOWUP

1. Keep a mailing list of those who attended the classes. Short, peppy, and *informational* letters may be sent at timely intervals. These could include results of research, information, or publications. Former class members may be helpful in recruiting the next class.
2. Arrange for followup or additional meetings at the request of young homemakers. For example: Supermarket managers may cooperate by having group meet in the store for tours or demonstrations.

ASSIGNMENTS

These lessons were not planned for any particular sequence. Always know which lesson you're going to teach next. Make an assignment for the next lesson each time to start the group thinking about it. Here are some examples of assignments for homemakers.

Eat to Live Better

1. Keep record of all food eaten for one day and bring record to class.
2. Read or review pages 1-18 in *Family Fare*.

Feeding Young Children

1. Read "Feeding Young Children" (handout piece), before the next meeting.
2. Make note of, and bring to the next meeting, a list of questions or problems related to feeding your own children. It is hoped that most of these questions will be answered sometime during the discussion period.

Meal Planning Made Easy

1. Keep a record of all the foods you served your family during one day and bring this record to the class.
2. Read or review pages 1-18 in *Family Fare*.

Selecting and Buying Food

1. Bring to class an estimate of how much you spent for food last week, deducting non-food items if possible. Remember to add all groceries, such as milk, bread, meat, or other foods, purchased during the week.

Principles of Cookery

1. Bring a list of problems that often worry you in preparing food.
2. Read *Conserving Nutritive Values in Food*.

GENERAL REFERENCES

Use a few well-chosen references and hand-out materials with each lesson. Avoid giving too much material. Examine these carefully to be sure they apply to the young homemakers in your group. Every agent needs at least *one* good nutrition text to use in preparing for these meetings in addition to the 1959 and 1965 Yearbooks of Agriculture. Samples of materials young homemakers can write for may be displayed.

USDA pamphlets can usually be obtained free in bulk through your State publication officer. U.S. Department of Health, Education, and Welfare publications can sometimes be obtained free through your State or county public health department. Individual copies of Government publications can often be obtained free from the issuing agency. Other publications can be purchased from Superintendent of Documents, Government Printing Office, Washington, D. C. 20402.

Nutrition Texts

- *1. *Introduction to Nutrition*, Fleck, Henrietta; Munves, Elizabeth. Macmillan Company, 60 5th Ave., New York, N. Y. 1962. \$6.95.
2. *Nutrition*, Chaney, Margaret S. Houghton Mifflin Co., 2 Park St., Boston, Mass. 1960. \$6.75.
3. *Basic Nutrition*. McHenry, Earl W. J. P. Lippincott Co., E. Washington Square, Philadelphia, Pa. 1963. \$6.00.
4. *Principles of Nutrition*, Wilson, Eva D. and others. John Wiley and Sons, Inc., 605 3rd Ave., New York, N. Y. \$5.95.
5. *Food Becomes You*, Leverton, Ruth. Iowa State Univ. Press, Ames, Iowa. Rev. 1965. \$4.50.

Nutrition Paperbacks

- *1. *Nutrition Science and You*, Mickelson, Olaf. National Education Association, Publications Sales Division, 1201 16th St., Washington, D. C. 20036. 1964. \$0.50.
2. *Food Becomes You*, Leverton, Ruth. Dolphin Books, Doubleday Co., Inc. Garden City, N. Y. 1961. \$0.95.
3. *Practical Nutrition*, Peyton, Alice B. J. P. Lippincott Co., E. Washington Square, Philadelphia, Pa. 1962. \$2.00.
4. *Food Facts Talk Back*. American Dietetic Association, 620 North Michigan Ave., Chicago, Ill. 60611. \$0.50.

*Recommended for all county offices.

Teaching Nutrition

- *1. *Teaching Nutrition*, Eppright, E.; Pattison, M.; Barbour, H. Iowa State Press, Ames, Iowa. 2nd Ed. 1963. \$4.95.
2. *Nutrition in Action*, Martin, Ethel M.; Holt, Rinehart & Winston, Inc., New York, N. Y. 1965. \$6.00.
3. *Nutrition Education in Action—A Guide for Teachers*, Martin, Ethel M.; Holt, Rinehart & Winston, Inc., New York, N. Y. 1963. \$3.95.
4. *The Role of Nutrition Education in Combating Food Fads*. The Nutrition Foundation, Inc., 99 Park Ave., New York, N. Y.

Food Preparation

1. *Experimental Study of Foods*, Griswold, Ruth M.; Houghton Mifflin Co., 2 Park St., Boston, Mass. 1963. \$7.95.
- *2. *Handbook of Food Preparation*, American Home Economics Association, 1600 Twentieth St., Washington, D. C. 20009. Rev. 1964. \$1.00.
3. *Guide to Modern Meals*, Shank, D. E.; Webster Publishing Co., 1154 Roco Ave., St. Louis, Mo. 1964. \$6.96.
4. *Meal Management*, Kinder, Faye; Macmillan Co., 60 5th Ave., New York, N. Y. 1962. \$5.75.

Food Buying

1. *Food Buying; Marketing Information for the Consumer*, Wright, C.; Macmillan Co., 60 5th Ave., New York, N. Y. 1962. \$6.95.

Food Fads

- *1. *Foods Without Fads*, McHenry, Earl W.; J. P. Lippincott and Co., E. Washington Square, Philadelphia, Pa. 1960. \$3.50.
- *2. *Nuts Among the Berries*, Deutsch, Ronald M.; Ballantine Books, Inc., 101 Fifth Ave., New York, N. Y. (paperback) \$0.50.
3. *Food Additives, What They Are/How They Are Used*. Manufacturing Chemists Association, Inc., 1825 Connecticut Ave., Washington, D. C. 20009. \$0.20.

Feeding Children

- *1. *Feeding Your Baby and Child*, Spock, Benjamin; Lowenberg, Miriam. Pocket Books, Inc. Order from Affiliated Publishing Inc., 630 5th Ave., New York, N. Y. (paperback) 1955. \$0.25.

Miscellaneous

- *1. *Consumers All*, 1965 Yearbook of Agriculture, (\$2.75) and *Food*, 1959 Yearbook of Agriculture, (\$2.25) Superintendent of Documents, Government Printing Office, Washington, D. C. 20402.
- *2. *Recommended Dietary Allowances*. National Academy of Sciences, 2101 Constitution Ave., Washington, D. C. 20037. 6th Rev. Ed. 1964. \$1.00.
3. *Composition of Foods*, Agriculture Handbook No. 8. Superintendent of Documents, Government Printing Office, Washington, D. C. 20402. 1964. \$1.50.

- *4. *Nutritive Value of Foods*, G 72. Office of Information, U. S. Department of Agriculture, Washington, D. C. 20250. 1964.
- *5. *Nutrition Up to Date, Up to You*, GS 1. Office of Information, U. S. Department of Agriculture, Washington, D. C. 20250.
6. *Group Interviews as an Approach to Planning Nutrition Education Programs for Young Homemakers*, Journal of Home Economics, May 1965.
7. *Nutrition Books—Recommended and Not Recommended*, Connecticut State Department of Health, Hartford 15, Conn.
8. *Food and Science . . . Today and Tomorrow*. No. 320. Public Affairs Pamphlets, 22 E. 38th Street., New York, N. Y. \$0.25.
9. *Consumer Protection—Foods*, Food and Drug Administration Packet A. Superintendent of Documents, Government Printing Office, Washington, D. C., \$1.50.

Educational Materials May be Secured From:

American Dietetic Association, 620 North Michigan Ave., Chicago, Ill. 60611.
American Home Economics Association, 1600 Twentieth St., Washington, D. C., 20009.
American Institute of Baking, Consumer Service Department, 400 East Ontario St., Chicago, Ill. 60611.
American Medical Association, Council on Food and Nutrition, 535 North Dearborn St., Chicago, Ill. 60610.
Cereal Institute, Inc., Educational Director, 135 South La Salle St., Chicago, Ill. 60603.
National Dairy Council, 111 North Canal St., Chicago, Ill. 60606.
National Livestock and Meat Board, 36 South Wabash Ave., Chicago, Ill. 60603.
USDA, Office of Information, Washington, D. C. 20250.
Equitable Life Assurance Society of the United States, Health Education Assistant, 1285 Avenue of the Americas, New York, N. Y.
Metropolitan Life Insurance Company, 1 Madison Ave., New York, N. Y.
Food and Drug Administration, U.S. Department of Health, Education, and Welfare, Washington, D. C. 20204.

State Publications

Many States have excellent publications. No effort has been made to include these here or elsewhere. You will make use of those that are appropriate for the series.

No lesson should give the impression that "here are all the answers." It should arouse interest and stimulate the young homemakers to read and study further.

*Recommended for all county offices.



Eat To Live Better

PURPOSE OF THIS LESSON

1. Teach the relationship of the essential nutrients to health.
2. Show how the nutrient requirements vary according to age, sex, and activity.
3. Show which foods supply the essential nutrients.
4. Show how the four food groups meet the body requirements for the essential nutrients.

PRESENTATION

1. **Topics to discuss and illustrate:**
 - a. Discuss the aims, goals, or purposes of this lesson.
 - b. Discuss the importance of eating proper kinds of foods in amounts recommended.
 - c. Use words and pictures on a flannelboard, flip chart, or slides to discuss each. For example: why you need good food; sources of nutrients. Flip charts or slides to use as visuals could be made, using the illustrations on fly leaf of *Food*, 1959 Yearbook of Agriculture. Questions and answers, pp. 23-25, are also good.
 - d. Show and discuss the leaflet *Food for Fitness* and meal patterns which include recommended foods.
 - e. Construct a graph with colored strips of paper on a flannelboard to show how each food group meets a percentage of the day's needs for the essential nutrients. See *Essentials of An Adequate Diet* page 9. Food value charts from the

National Dairy Council show the nutrients in various foods.

- f. Show slides *Food for Fitness*.
 - g. Acquaint class members with origin and purposes of the Recommended Dietary Allowances of the National Research Council.
 - h. Make assignments for next lesson.
2. **Activity.** Mark off four sections on a flannel or chalkboard labeled milk group, meat group, fruit and vegetable group, enriched or whole grain breads and cereal group. Hand out pictures of foods. Have class members place pictures in the proper section.

REFERENCES FOR THIS LESSON

Handouts to Class Members:

See pp. 6-7 for general references.

(Choose those best for your class.)

1. *Eat to Live Better*. Leaflet from this series.
2. *Food for Fitness*, USDA Leaflet 424.
3. *Family Fare* or *Nutrition, Up to Date, Up to You*, USDA G 1.

References Helpful to Home Economists and Participants. Could be made available in library.

1. *Yearbooks of Agriculture*.
2. *How Your Body Uses Food*, Piltz, Albert. National Dairy Council, 111 North Canal St., Chicago, Ill. 1960.
3. *Eat to Live*, Wheat Flour Institute, 309 West Jackson Boulevard, Chicago, Ill. Rev. 1961.
4. *Introduction to Nutrition*, Fleck, H., Munves, E.
5. *Basic Nutrition*, McHenry, E. W.
6. *Nutrition in Action*, Martin, E.
7. *Nutrition Science and You*, Mickelson, O.
8. *Food Becomes You*, Levertan, R. M.
9. *Nutritive Value of Foods*, USDA. G 72.

Additional References for Home Economists.

1. *Nutrition Handbook for Family Food Counseling*. National Dairy Council, 111 North Canal St., Chicago, Ill. 1962.
 2. *Facts About Nutrition*, U.S. Department of Health, Education, and Welfare, Public Health Service Pub. 917. 1963. \$0.15.
 3. *Nutrition*, Eppright, E., Pattison, M., Barbour, H.
 4. *Nutrition Education in Action—A Guide for Teachers*, Martin, E.
 5. *Recommended Dietary Allowances*. National Academy of Sciences.
- #### Visuals for Home Economists.
1. Wall-size *Food for Fitness* chart.
 2. Words and pictures on a flannelboard, flip chart, or color slides to illustrate the need for and food source of the essential nutrients.
 3. Flannelboard and colored strips of construction paper to represent the percent of recommended allowance met by each food group.
 4. Slides or filmstrip and lecture notes on *Food for Fitness* C-68. Purchase slide sets from Photograph Division, Office of Information, U.S. Department of Agriculture, Washington, D. C. 20250, \$5.50. Purchase filmstrips from Photo Lab., Inc., 3825 Georgia Avenue, N.W., Washington, D. C. 20011, \$5.00.
 5. *Better Breakfasts, U.S.A.*, 15-minute color film. Cereal Institute, 135 South LaSalle St., Chicago, Ill. 60603.



Feeding Young Children

PURPOSE OF THIS LESSON

To increase ability of young parents to:

1. Understand the relation of nutrition to a child's growth and development.
2. Know foods children need to be well-nourished.
3. Teach children to establish desirable food habits.
4. Encourage children to improve eating patterns.

PRESENTATION

Topics for emphasis:

1. Characteristics of a well-nourished child.
 - a. Body build and rate of growth.
 - b. Hunger and appetite.
 - c. Desirable weight.
2. Developing good food habits.
 - a. Experience with wide variety of foods.
 - b. The relation of nutrition to growth and development of child.
 - c. The importance of providing favorable conditions.
 - d. Attitudes of parents and how they affect child.
 - e. Coping with eating problems.
3. Foods children need and can enjoy.
 - a. Kind and amount of foods a child needs at various ages.
 - b. Nutritious meals are delicious.
 - c. Adapt family meals for children—by way they are prepared and served.
4. Ways of introducing new foods.

Ideas for Presenting the Lesson.

1. Before class:

It is helpful to discuss this lesson with a public health nurse, nutritionist, or family life specialist. Ask to see the materials they have available, and secure copies if they meet your need. Review some of the suggested references.

Set up an exhibit of resource materials. Plan to give a brief description of each piece. Suggest that they select the pieces they can use. Explain how to order those available from the Health Department or other sources. It is not desirable to have more than two or three handout materials.

Set up a display of attractive meals suitable for children, using actual foods, food models, or pictures. Be sure to use silver, dishes, drinking cups, and table mats appropriate for children. Plan to discuss them briefly during the lesson.

2. During the class:

Ask the women to list two or three problems they have had in feeding their children, then suggest they listen for possible solutions during the discussion. Summarize any unanswered questions at the end of the meeting for future consideration.

Use actual foods or a flannelboard with food models, flip charts, pictures, slides or filmstrips to illustrate the principles you plan to stress. For example: (a) types and amounts of food needed by young children; (b) how to adapt family meals to meet children's needs.

Encourage mothers in the class to share their experiences in helping their children establish good eating habits.

Inform the group about the availability of local resources which offer services to children and parents which include nutrition. (Include both public and private agencies such as Well-Child Conferences; Crippled Children's Clinics; Rheumatic Fever Clinics, and others.)

REFERENCES

Bulletins—Booklets.

1. *Infant Care*, #8, *Your Child One to Six*, #30, *Your Child Six to Twelve*, #324, *Prenatal Care*, #4, *Nutrition and Healthy Growth*, #352, *Foods Your Children Need*, Folder #14. Children's Bureau publications are available from local health departments or Superintendent of Documents, Washington, D. C. 20402.
2. *Food for the Family with Young Children*, G 5, USDA. 1961. (Available from Extension Service.)
3. *You and Your Baby* and *Between One and Five*, John Hancock Mutual Life Insurance Company, Boston, Mass.
4. *Feeding Little Folks*, National Dairy Council, 111 North Canal Street, Chicago, Ill.

Books

1. *Child Behavior*, Ilg, Frances L., M.D., and Ames, Louise Bates, Ph.D., Dell Publishing Co., Inc., New York, N. Y. (paperback) 1956.
2. *Feeding Your Baby and Child*, Spock, Benjamin, M.D., Lowenberg, M.E. Pocket Books, Inc. Order from Affiliated Publishers, Inc., 630 5th Avenue, New York, N. Y. (paperback) 1955. \$0.25.
3. *Food*, 1959 Yearbook of Agriculture, Superintendent of Documents, Government Printing Office, Washington, D. C. \$2.25.
4. *The Child Under Six*, Hymes, Jersild. Prentice Hall, Inc., Englewood Cliffs, N. J. \$5.95.
5. *Nutrition Work with Children*, Martin, E. A., University of Chicago Press, Chicago, Ill. 1954.

Illustrative Material

1. Films—Movies—Contact local health department or other film libraries for:
 - a. *Food as Children See It*, 18-minute color movie.
 - b. *Why Won't Tommy Eat?*, 17-minute black and white movie.
2. Filmstrip *Design for Happy Mealtimes*, black and white, produced by Merrill Palmer School, Detroit, Mich.

FOLLOWUP EVALUATION

1. Request class members to discuss this lesson with their family or neighbors who have young children.
2. After several months send a questionnaire to those who attended the classes to find out whether the information and materials are being used. The following suggested letter may help you get information you wish. Change it to fit your situation.

Dear Parent:

On (date) you attended the meeting on "Feeding Young Children." We are interested in knowing if you found the discussion and the materials helpful. We shall appreciate your comments. Will you please check the items listed?

Please return questionnaire to _____.

FEEDING YOUNG CHILDREN

Town _____ Date _____

1. Did you learn anything in this lesson that caused a change in the way you feed your children? Yes _____ No _____ If so, what?

2. Have you tried to introduce a new food to them? Yes _____ No _____
If so, what? _____

3. Do you have a question on child feeding that was not answered by this lesson? Yes _____ No _____ If so, what? _____

4. What printed material (book, pamphlet, or leaflet) have you found most helpful? _____

Name _____ Address _____

Sincerely yours,

County Extension Home Economist



Meal Planning Made Easy

PURPOSE OF THIS LESSON

1. To help young homemakers simplify meal planning.
2. To show that menu planning is a vital step toward a balanced diet.
3. To consider the factors which influence selection of foods.

PRESENTATION

1. Review lesson #1 on basic nutrition "Eat to Live Better" by questions, quick quiz, or some device to arouse interest.
2. Discuss the importance of eating regular meals each day.
3. Discuss how to use patterns for menus. Show posters with patterns for breakfast, lunch, and dinner. If lighter meals are eaten, let group suggest some of the foods that can be included. Show how these "medium" meal patterns can be made "heavy" for those needing more food by adding courses or by giving additional servings.
4. Show how meals can be planned from the menu patterns by using foods from each of the basic food groups.
5. Discuss points to consider when planning meals:
 - a. A good time to plan—suit it to your schedule.
 - b. Tools to help—paper, pencil, daily food plan (show chart); meal patterns for breakfast, lunch, and dinner (show chart).
 - c. Plan three meals for day as a unit.

- d. Plan meals for 2 or 3 days or for a week ahead.
 - e. How age and activity of family members determine foods to be selected.
 - f. Family likes and dislikes.
 - g. How to add interest to meals through variety in food value, flavor, color, texture, shape, and temperature of foods.
 - h. Money available.
6. Discuss the place of between-meal snacks in total food pattern.
 7. Make assignment for next class.

ACTIVITY

1. Have the group plan three meals for a day. (The menus resulting from the assignment can be used.) They can select their menu from an exhibit of actual foods, food models, or pictures.
2. If you wish to have a menu judging activity, refer to the bulletin listed on the reference list, *How to Master the Art of Mealtimes Planning*.
3. Keep a record of meals for one week. Have class evaluate their own menus.

REFERENCES FOR THIS LESSON

See pp. 6-7 for general references.

Handouts to Class Members:

(Choose those best for your class.)

1. *Meal Planning Made Easy*. Leaflet from series.
2. *Family Fare: Food Management and Recipes*. USDA G 1.
3. *Nutrition, Up to Date, Up to You*. USDA GS 1.
4. *Food for Fitness—A Daily Food Guide*. USDA Leaflet 424.

References Helpful to the Home Economists and Participants. Could be made available in library.

1. *Meal Management*, Inder, F.
2. *Guide to Modern Meals*, Shank, D. E.
3. *Yearbooks of Agriculture*
4. *How to Master the Art of Mealtime Planning*. General Foods Kitchen Corporation, 250 North St., White Plains, N. Y.
5. *Menu Planner*. American Dairy Association, 20 North Wacker Drive, Chicago, Ill.
6. *Home Meal Planner*. General Foods Corporation, 250 North St., White Plains, N. Y.
7. *Meal Planning Guide*. Pet Milk Company, Home Economics Department, St. Louis 1, Mo.
8. *Your Guide to Good Eating and How to Use It*. National Dairy Council, 111 North Canal St., Chicago, Ill.

Visuals for Home Economists.

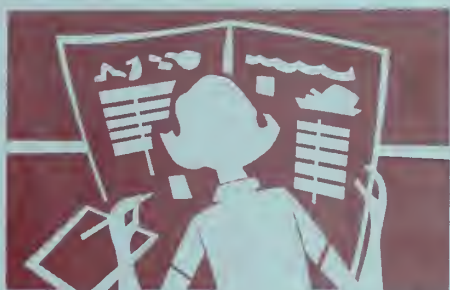
1. Poster with menu pattern for breakfast, lunch, and dinner.
2. An exhibit of actual foods or dummy cartons and cans.
3. *Good Meals for Busy Days*. Purchase filmstrip from Photo Labs., Inc., 3825 Georgia Ave., Washington, D. C. 20011. \$6.00. Purchase slides from Photo-

graphic Division, Office of Information, U. S. Department of Agriculture, Washington, D. C. 20250. \$8.85.

4. *How's Your Sense of Taste?*, H. J. Heinz, Philadelphia, Pa. Can be borrowed from Modern Talking Picture Service, 10 Rockefeller Plaza, New York, N. Y. 10020.
5. *Mealtime Can Be Magic*, filmstrip, 83 frames, Betty Crocker Film Library, General Mills, Inc., 9200 Wayzata Blvd., Minneapolis, Minn. 55440.

FOLLOWUP AND EVALUATION

1. Some classes have used a covered dish dinner for the members as the last lesson in the series. You can test their skill at meal planning by letting them plan their own menu and what they will bring. Many of the points of this lesson are also included in other lessons in this series.
2. Check how this lesson has helped the families of those enrolled. Ask each member of the group to indicate how much she has used the information.



Selecting And Buying Food

This lesson is planned as a discussion meeting with enough charts or actual foods to make the discussion interesting.

PURPOSE OF THIS LESSON

To Help Young Homemakers:

1. Learn some ways to get more for their food dollar.
2. Learn how processing and packaging affect food costs.
3. Learn pointers in quality food selection.
4. Learn the value of making menus and shopping lists.
5. Learn the value of keeping simple records of food costs.

6. Learn how to make price comparisons and when this is worthwhile.

PRESENTATION

Before the Meeting:

1. Set up exhibit of books or pamphlets which members can obtain (see references). Be sure to include: (a) *Food*, 1959 Yearbook of Agriculture, (b) *Money Management—Your Food Dollar*.
2. Secure foods of several qualities for comparison and study.
3. Secure filmstrip, *Focus on Food Dollars*, Household Finance Corporation.
4. Secure several copies of weekend food special advertisements in newspaper.

SUGGESTED VISUALS AND AIDS

1. Selecting and Buying Food for the Young Family. Slide set may be purchased from Photographic Division, Office of Information, USDA, \$5.50. Filmstrip may be purchased from Photo Lab., Inc., 3825 Georgia Avenue, N.W., Washington, D. C., \$5.00.
2. Four food groups—show large chart.
3. "Calcium Equivalent of Actual Foods," page 566 in *Food*, 1959 Yearbook of Agriculture.
4. When discussing meat, show chart "More Meals from Meat," National Live Stock and Meat Board. This can be bought or reproduced.
5. Compare time and money as shown in *Comparative Cost to Consumers of Convenience Foods and Home Prepared Foods*, Marketing Research Report No. 609, USDA, 1963.
6. *A Smart Homemaker Buys . . .* Sperry and Hutchinson Company, 330 Madison Avenue, New York, N. Y. 10017.
7. Exhibit cost per serving of different forms of milk.

SUGGESTIONS FOR DISCUSSION

1. How much does food cost you? For how many people? Discuss food plans at different costs. Discuss how age of family members affects the cost of food.
2. How important is it to you to save money on food? How much effort and time are you willing to put into it?
3. Compare foods served by one or two members of the group and their weekly costs.
4. Compare the percentage of money spent for food during last 16 years.
Between 1947-49 about 26% of a family's income after taxes went for groceries. In 1961 this had been reduced to 20%, in 1962 to 19%, in 1963 to about 19%.
5. When is it worth while to you to compare costs of varying sized packages?
6. What could be trimmed from your shopping list without much loss in food value? Example: potato chips, soft drinks.
7. When are convenience foods a good buy for you?

8. What are the advantages or disadvantages of shopping every week, every 2 weeks?
9. Is it a help or hindrance to shop with your children? With your husband? Have him shop for you?
10. What ways have you found to save time or money in food shopping?
11. Are these sound practices for you?
 - to shop with a list.
 - to buy in quantity—compare cost per pound of 1, 2, 5, and 10-lb. bags of flour.
 - to use homemade bread or bakery bread. Compare cost and quality of (1) biscuits—homemade, canned, commercial mix; (2) pastry—homemade and mix.
 - try different brands—compare cost of well-advertised brand and chain-store brand.
 - compare price per pound of whole chicken, cut-up chicken, and individual packages of breast and leg. Consider the amount of food.
 - to use less expensive cuts of meat—compare cost per serving of spare ribs, chuck roast, hamburger.
 - to use hot or dry cereals—compare price per serving of hot cereals with ready-to-eat cereals.
 - to use some dry and canned milk to supplement fresh. How much money could be saved if homemaker used $\frac{1}{2}$ reconstituted dry milk and $\frac{1}{2}$ whole fresh milk?
 - to use day-old bread—compare price of fresh and day-old bread.

REFERENCES FOR THIS LESSON

See pp. 6-7 for general references.

Handouts to Class Members:

(Choose those best for your class.)

1. *Food Selection and Buying*. Leaflet from Series.
2. *Food for Families with School Children*. USDA G 13.
3. *Food for the Family with Young Children*. USDA G 5.
4. *More Meals from Meat*. National Live Stock and Meat Board, 36 South Wabash Ave., Chicago, Ill.
5. *How to Buy Poultry*. USDA Marketing Bulletin #1.

References Helpful to the Home Economists and Participants. Could be made available in library.

1. *Yearbooks of Agriculture*.
2. *Nutrition, Up to Date, Up to You*. USDA.
3. *Food Buying; Marketing Information for the Consumer*, Wright, C.
4. *Money Management—Your Food Dollar*. Consumer Education Department, Household Finance Corporation, Chicago, Ill.
5. *Tips on Selecting Fruits and Vegetables*. USDA Marketing Bulletin #13.
6. *How to Be a Better Shopper*, Consumer Information Service, The Sperry and Hutchinson Company, 4242 W. 42nd Place, Chicago, Ill.

Visuals for Home Economists.

1. *Selecting and Buying Food for the Young Family*. Purchase filmstrips from Photo Labs., Inc., 3825 Georgia Ave., N. W., Washington, D. C. 20011, \$5.00. Purchase slides from Photographic Division, Office of Information, U. S. Department of Agriculture, Washington, D. C. 20250, \$5.50.
2. *The Fabulous World of Food* (filmstrip and record). Purchase from Association Films, Inc., Ridgefield, N. J., \$9.00.
3. *Focus on Food Dollar*—filmstrip. Money Management Institute, Household Finance Corporation, Chicago, Ill.

EVALUATION

Suggested Questions for Homemakers

1. What part of the food buying information was most helpful to you? (number in order of help to you)
_____a. Comparison of cost and food needed for moderate-cost, adequate diet.
_____b. Hints on buying food from four food groups (meats, milk, fruits and vegetables, breads and cereals).
_____c. General information on buying (ways to save when buying food).
2. Was other food buying information helpful? Yes_____ No_____
What?_____

3. Could the discussion session be improved? Yes_____ No_____
How?_____

4. Would you like to have another meeting on food selection and buying?
Yes_____ No_____ Undecided_____
If "yes," what would you like included? (check)
_____a. Visit to grocery store.
_____b. Meat selection and identification of cuts.
_____c. Other topics. (please specify)



Principles Of Cookery

PURPOSE OF THIS LESSON

To Help Young Homemakers Understand:

1. Basic principles of preparing foods.
2. The scientific reason behind each of these principles.
3. The extent of loss in food prepared in various ways.
4. How to prepare foods to retain the greatest food value and flavor.

PRESENTATION

1. Use true and false questions about preparation of foods as a basis for discussion.
2. Have group discuss what determines the food value lost or retained in preparing or processing food.
3. Flannelboard or flip chart presentation of principles involved in preparation of food in the four food groups. (Get discussion from the group of *why* these are so.)
4. Brief demonstration on ways of preparing one or two foods. For example: green vegetable (broccoli) short and long cooking; tender meat by high and low temperature; tough meat with dry and moist heat—with or without tenderizer; eggs fried fast and poached; eggs cooked in shell at boiling and below boiling temperatures. Or use pictures, slides, or other ways of showing methods.
5. Group discussion of why we like certain foods and foods prepared in certain ways. Include texture, flavor, appearance, habit, and custom. What determines willingness to try new methods of preparation or unfamiliar foods?
6. Display of paperback cookbooks (a cookbook library for less than \$5.00).
7. This section could be given in two or more lessons if the group wants more information.

Use These Questions to Stimulate Interest and Discussion.

The answers to several of the questions depend on several factors, hence the "conditional" column. (Correct answer is marked X here.)

Meat I.Q.

	T	F	C
1. Some meat is so tough that no amount of cooking can tenderize it. ----	X		
2. Slow cooking is best for nearly all meats. -----	X		
3. Broiling is the best method for cooking tender steaks. -----	X		
4. Meat tenderizer can make some cuts more tender. -----	X		

Milk I.Q.

	T	F	C
1. Milk scorches easily at high temperatures so it should be heated in a double broiler. -----	X		
2. Fresh, dry, or canned milk can be interchanged in most recipes with similar results. -----	X		
3. Evaporated and dried skim milk can be whipped stiff. -----	X		
4. Cook all milk and cheese foods at a low temperature. -----	X		

Vegetable I.Q.

	T	F	C
1. Fresh vegetables cook faster than frozen ones. -----	X		
2. Cooking green vegetables a long time improves the flavor. -----	X		
3. Red vegetables keep their color better if vinegar or some other acid is added. -----	X		
4. Hard water helps keep the green color of vegetables. -----	X		
5. Pressure cooking destroys some of the vitamins in vegetables. (Discuss) -----			X
6. To retain maximum food value from vegetables, cook in a small amount of water. -----	X		
7. Always start cooking vegetables in cold water. (Discuss) -----	X		
8. Strong-flavored vegetables are best cooked in a small amount of water. -----	X		
9. Heat destroys some vitamins so cook vegetables for only a short time. -----	X		
10. Minerals dissolve in cooking water. -----	X		

REFERENCES FOR THIS LESSON

See pp. 6-7 for general references.

Handouts to Class Members:

(Choose those best for your class.)

1. *Principles of Food Preparation*. Leaflet from Series.
2. *Conserving the Nutritive Value of Foods*. USDA G 90.
3. *Home Care of Purchased Frozen Foods*. USDA G 69.
4. *Green Vegetables for Good Eating*. USDA G 41.
5. *Eggs in Family Meals*, USDA H&G 103.
6. *Vegetables in Family Meals*, USDA H&G 105.

References Helpful to the Home Economists and Participants. Could be made available in library.

1. *Family Fare*. USDA G 1. pp. 29-93.
2. *The New Basic Cook Book*, Heseltine, M. M., Dow, U. M.; Houghton Mifflin Co., 2 Park St., Boston, Mass. 1957.
3. *The Joy of Cooking*, Rombauer, I. S., Becker, M. R.; Bobbs-Merrill Co., Inc., 4300 W. 62nd St., Indianapolis, Ind. 1962.
4. *Better Homes and Gardens Cook Book*. Meredith Press. 1716 Locust St., Des Moines 3, Iowa. 1962.
5. *Lessons on Meat*. National Live Stock and Meat Board, 36 South Wabash Ave., Chicago, Ill. 60603. 1965. \$0.50.
6. *Yearbooks of Agriculture*. 1959 and 1965.
7. *Handbook of Food Preparation*. American Home Economics Association.
8. *The Experimental Study of Foods*, Griswold, R.

Visuals for Home Economists

1. *Beef From Store to Table*, 75 frames, 20 minutes. *How to Cook Beef by Moist Heat*, 53 frames, 20 minutes. \$2.50. *How to Cook Beef By Dry Heat*, 52 frames, 20 minutes. \$2.50. These filmstrips can be purchased from the National Live Stock and Meat Board, 36 South Wabash Ave., Chicago, Ill. 60603.
2. *Song of the Salad*, H. J. Heinz Co., Philadelphia, Pa. Can be borrowed from Modern Talking Picture Service, 10 Rockefeller Plaza, New York, N. Y. 10020.
3. *Learning Aids*. Filmstrips and booklets chiefly on baking. General Mills, Inc., Film Library, 400 Second Avenue South, Minneapolis 1, Minn.

FOLLOWUP AND EVALUATION

1. At the end of the session, ask the group to suggest changes in food preparation they may want to try. For example, if they usually cook greens 2 hours or more, what nutrients are lost? Share any helpful suggestions with neighbors and friends.
2. After several months, send a brief evaluation or check sheet to homemakers to find how much the information was used. It might be something like this:
3. If the group requests more help on these topics, you might plan additional meetings. Let members of the group help in the presentation.

Have You Changed Your Food Preparation Practices In:

	Yes	No	Kind of Change
Cooking meats			
Cooking vegetables			
Preparing fruits			
Cooking eggs or cheese			
Using milk in foods			
Preparing cereals			
Making breads			

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